

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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WE venture to call the attention of our readers to some of the characteristics of the Journal to which we labor to give prominence:

I. A PROFESSIONAL JOURNAL.—That it is such, in very high sense, will be conceded. The special aim of each article is to benefit teachers, students, and school officers.

1. *Methods of Teaching.*—Each number contains the best thoughts of some of our best educators. The methods presented are founded on long and successful experience. Short, practical articles are best appreciated, and hence are most valuable.

2. *Methods of Culture.*—Under this head are classed all articles treating of the means and methods of developing the various powers of the mind. The papers on the Philosophy of Education are eliciting much interest. These will be continued throughout the coming year. On this subject we promise our readers many valuable contributions by our best thinkers. A better knowledge of the mind is the great want of teachers.

3. *School Management.*—Ten teachers fail because they do not know how to manage their schools, where one fails on account of scholarship.

A series of editorial articles on this subject will be published in the

succeeding numbers. The experience of many years will be presented in the most practical form. Organization, grading, classifying, programme, regulations, tactics, punishments, books, apparatus, etc., are topics which it is proposed to discuss. We will continue to present the views of our best educators on the various points pertaining to school management.

II. MORE THAN A PROFESSIONAL JOURNAL.—We labor to deepen and widen the interest felt in popular education. An earnest co-operation must be secured among the friends of progress. Better school houses must be built and furnished. The School law must be made more and more adapted to our wants. Faithful teachers and school officers must be sustained. The County Superintendency, the vital element in our school system, must be sustained. All our power and influence will be devoted to these and kindred subjects.

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### TABLE OF CONTENTS.

	PAGE
The County Superintendent.....	3
County Superintendents.....	4
School Management—Introduction.....	4
Geography—Europe.....	4
School Management—Elements of Governing Power	5
Drury College.....	6
A Chat about Sleep.....	7
Educational Axioms.....	7
A New Volume.....	8
Give them the Facts.....	8
A New Departure.....	8
Admitted Facts.....	8
Country Schools.....	9
What can you Show?.....	9
Public Lectures.....	9
The Yeas and Nays.....	9
How they Respond.....	9
Exhibitions.....	9
Breaking Ground.....	10
Tennessee.....	10
Mental and Written Arithmetic.....	10
A New Platform.....	11
A Good Indorsement.....	11
Rhode Island.....	11
New Books.....	12
Educational Documents.....	12
Ladies on School Committees.....	12
Teachers Bureau.....	12

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## THE COUNTY SUPERINTENDENT.

BY WM. T. HARRIS.

WE have been told by the highest of educational authorities that the present great progress in the efficiency of education is due to a thoroughly organized system of supervision. In Canada, in Great Britain and Ireland, even in Australia, the supervision is now organized on so efficient a basis that Dr. McCosh thinks them on the sure road to surpass our American systems of schools. The sole fact of more efficient supervision, in his opinion, will soon make the country schools of Canada and Australia surpass those of America.

I do not doubt the soundness of his views on the efficiency of supervision. I have witnessed its marvelous effects. The States that have adopted a system of county superintendency have come to the front in so prompt and steady a manner, that even the most skeptical observer has been obliged to confess the potency of the instrumentality. It seems to me, however, that Dr. McCosh had not visited the schools in those States where county superintendency is well organized.

Like all other professional services, superintending schools is one that must be paid well to produce best results. Gratuitous services deprecate criticism and cannot bear it. With a well paid county superintendency the country schools improve at least fifty per cent. in the first year.

Without supervision the tendency of all work is to drift to the lowest level. The poorest work that can draw its money drags down the rest to its level irresistibly, when there is no higher authority to measure results and pronounce upon them. With competent supervision all work tends to struggle up to the highest level of attainment. The best work is continually held up before the others. The best methods, the best results, are made the standard,

and popular opinion elevates its demands. That which feels itself merely tolerated is forced to struggle for self-preservation. The "struggle for existence" ends in development.

The links of supervision in our American system of schools embrace the following:

I. National Commissioner of Education at Washington, who has charge of the Bureau for the collection and dissemination of educational information. In the reports of that Bureau as in a mirror, one may see reflected the actual status of education—its organization and results—not only in the United States, but in all parts of the world.

II. State Superintendent of Public Instruction, resident at the State capital, and having charge of the apportionment of the State School Fund, the organization of educational institutes, collection of statistics, and a general supervision over the common schools, so far as the execution of the State laws is concerned.

III. County Superintendents, having supervision over all schools in their county not organized under special charter (as systems of city schools).

IV. Superintendents of City Schools. Their jurisdiction extends over systems of schools organized independently of county supervision.

V. In large cities the supervision of the Superintendent is supplemented by Assistant Superintendents and Supervising Principals. The latter have charge of large schools and smaller subordinate schools, and spend most of their time in inspection of the work of their assistant teachers, and in giving effect to general arrangements, devised for the perfection of management and instruction.

With this five-fold system of supervision, American educators may feel a degree of satisfaction. In a very large number of States—such as Michigan, Illinois, Missouri, the system is complete. In all the States are found the

second, fourth and fifth links with a greater or less degree of perfection. There are many States having very excellent city systems under the supervision of able and well paid Superintendents, while their county schools are suffering for want of a like supervision, because they have no County Superintendency.

For the reason that this link of County Superintendency is the most important of all the supervisory links, inasmuch as it concerns the education of three-fourths of all the people of the land, it deserves far more attention on the part of legislators than it has received. It is the most precarious link in the system. It is attacked annually by the friends of retrenchment, and the enemies of Public Schools seize the occasion to strike a most dangerous blow to the cause of popular education.

In order to convince the well-wisher of public schools, that these remarks are not hasty and ill-considered, I will ask his attention to the following summary statement of the duties of the County Superintendent; not mere ideal duties which he ought to perform but does not, but *real* duties, most of which he cannot "shirk," and which for the most part are discharged with great conscientiousness by many County Superintendents with whom I am personally acquainted.

The County Superintendent's functions involve—

I. His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the State school law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the division of the school fund; (2) with the County Clerk as Treasurer, as an intervening official charged with the transmission of statistics, receipt of funds, etc.; (3) with local school-boards, including (a) township boards, (b) village boards and (c) city boards.

With each of these, if located in his county, he is brought into necessary relation, and with the first of them he has very distinct duties as regards advice and consultation. (4) With the sub-district directors he has similar relations, and is expected to keep posted in their plans and arrangements, and to communicate to them his information as to the State laws and decisions, as well as the practices found beneficial in other places. He must give unity and purpose to their proceedings.

It is clear that a competent man could improve the schools of his county by proper attention to these duties alone, to an extent sufficient to pay the salaries of many Superintendents. In the one matter of advice as to buildings, in the way of economy and proper construction, in the way of the prevention of breaches of the State law, he could do this. But these duties are not the most important.

II. His duty to examine teachers and award certificates to the competent ones. He is obliged to test the extent of information both as to theoretical and practical knowledge of the art of teaching. He has to find out whether the candidate knows how (a) to grade and classify a school according to the most approved methods; (b) to assign lessons of proper length and guide his pupils to correct habits of study; (c) how to work up a sentiment in favor of schools in the community where he is to teach; (d) whether he possesses sufficient book knowledge to instruct properly.

III. His duty to visit schools. He has to see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in his school. (1) He must look after the grading and classification of the pupils; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

IV. Educational Lectures. It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings.

V. It is his duty to hold Institutes. This is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises; to secure the proper persons to conduct the lectures and exercises in the several topics of instruction; to draw out from the teachers present a profitable discussion of the practical

points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the County Superintendent is the most important link in the entire system of educational supervision. Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money.

#### COUNTY SUPERINTENDENTS.

Thirty-two out of thirty-seven States hold to and sustain the county superintendency, or its equivalent, as follows: Alabama, Arkansas, California, Connecticut, Florida, Georgia, Illinois, Iowa, Indiana, Kansas, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, Nevada, New York, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, West Virginia, Wisconsin. That is thirty-two out of thirty-seven States have the County Superintendent Law, or its equivalent.

#### SCHOOL MANAGEMENT.

BY J. BALDWIN.

##### Introduction.

TO manage a school well requires as much of generalship and executive ability as to command an army or govern a State. It means, to direct growth, to stimulate the activities, to repress evil passions, to train, to correct habits, to foster all that is lovely, to command educational instrumentalities, and to secure the co-operation of patrons. This is not the work of machines or ninnies. Teachers with intellects and hearts and wills are needed.

In management it is that teachers fail. Ten can teach where one can govern. This is the one subject neglected by educators. In educational journals and institutes it has not received adequate attention. Young teachers are left to grope, unaided by the light of science and the teachings of experience. The importance of the subject is conceded. It seems in place to state some reasons why teachers should make school management the subject of their most careful study:

1. *The power to manage commands the highest salary.* This may be regarded as a low consideration, but it is an index of public sentiment. Letters are constantly received, in substance as follows: "Can you send us a good teacher? We want one who can govern. We will pay a good price for a good teacher." "He is a

good disciplinarian," is generally decisive in the employment of a teacher.

2. *Successful teaching is conditioned by good management.* This proposition is axiomatic. Order, system and well-directed effort are fundamental conditions of success. A well digested programme, good regulations and efficient class-management, render successful instruction possible. I visit many schools in which the time of teachers and pupils is absolutely wasted. Parents wonder that their children do not advance. A lack of management explains the mystery.

3. *Moral culture results from good management.* Love of order, loyalty to law, and the imperative of conscience are ever cherished in a well-managed school. Pupils are to become self-governing men and women. They are to be trusted more and more, and thus trained to govern themselves. Pupils are to be imbued with a love for the right and a hatred for the wrong. They are to be so trained and disciplined as to become strong to do the right and resist the wrong. These results of right school management are infinitely important.

Many other reasons will suggest themselves to the earnest educator. It is believed that most teachers can learn to govern well. An earnest desire to do something to aid those who are striving to acquire this power is the object of these articles. In successive papers will be discussed:—

- I. Elements of Governing Power.
- II. School Organization.
- III. School Programme.
- IV. School Regulations.
- V. Punishments.
- VI. School-room Teachers.
- VII. Class Management.
- VIII. Introduction of New Methods.

IX. Relations of Teachers, School Officers and Patrons.

X. School Grounds, Houses and Furniture.

XI. Books, Apparatus and Library.

XII. Teachers' Difficulties.

Under these heads will be presented results worked out during a quarter of a century spent in the school room.

STATE NORMAL, Kirksville, Mo., Dec. 20, 1873.

If we would demonstrate the truth and the value of our doctrines, we must let the world see how they help and inspire us to work for its regeneration.

I AM quite sure it is a most solemn duty to cultivate our understandings to the uttermost; for I have seen the evil moral consequences of fanaticism to a greater degree than I ever expect to see them realized; and I am satisfied that a neglected intellect is far oftener the cause of mischief to a man than a perverted or overvalued one.

#### GEOGRAPHY.

BY "A TEACHER."

##### EUROPE.

EUROPE generally presents difficulties to the teacher of Geography, and especially to those who are engaged in teaching primary Geography, which forces the great majority of teachers to be content with furnishing to their pupils a confused idea of the locality, character and productions of the places in question, instead of the accurate and determinate expressions which they obtain of their own country.

Europe viewed from the usual standpoint, exhibits a conglomeration of outlines and indentations which serve to make still more uncertain our already vague ideas of its content; perhaps no one is more bewildered than the teacher who seeks to evolve the geography of Europe from the basis given in a former article, namely: "That of constructing and studying great river basins."

Here the number and greatness of the mountain ranges, and the limited extent of surface contained in the river basins, and also, the great number and independent character of these rivers, oppose insurmountable obstacles to the success of any theory based upon the configuration of river systems.

But these mighty barriers, the mountain ranges, though unwilling to level themselves, readily lend their aid to the formation of a new classification. These ranges form, mainly, one great system stretching clear across the continent from the Atlantic to the Pacific, dividing this part of the world into two distinct and separate divisions, each of them possessing characteristics peculiarly their own.

Northern Europe; that part of this grand division which is generally called the great European plain, and extending from the northern base of the central mountain system northward to the Arctic ocean, and including the Scandinavian peninsula. Southern Europe; that part composed of those countries through which this system passes, as well as those countries extending southward to the Mediterranean sea.

The productions, government, religion and individual characteristics of the inhabitants of these sections present us a host of clashing interests and idiosyncrasies which cannot but give us a very correct idea of their cosmopolitan character.

The people of Southern Europe are a sympathetic race, with vivid imaginations but little energy and stability; the descendants of the conquerors of the world and pioneers of civilization, the very intenseness of their sympathies to whose culture their sunny skies and genial clime have devoted



themselves with such assiduity, has produced a rank outgrowth, which of late years have made that section at once the most favored and wretched country in the world.

The inhabitants of Northern Europe, descendants of the savage nomads of the north and east, are a hardy race who still retain the warlike character of their ancestors; they excel in the material creation and productions of machines and implements calculated to foster the progress of civilization; while in the southern part of this section we find traces of that imaginative genius and varied talent produced by contact and assimilation with their southern neighbors, which engrafted upon their politics and literature has given to the world the most wonderful creations of human genius.

Southern Europe is Catholic, if we except Turkey; Northern Europe, if not Protestant, may be defined as anti-Catholic; and the antithesis may be carried to infinity; want of space and time, however, compels us to leave it at this point.

Nature could not have made better or plainer lines of demarcation, or have given us a better division of climatic, political and social influences than those which are shadowed forth by this central mountain system.

The same isothermal line which passes through the center of our own State, through our own city, veers slightly north on account of the influence of the gulf stream, passes through Southern England, Southern Germany and Russia, skirting the northern base of this great mountain system, and giving to Northern Europe almost identically the same climate and productions found in our own State and that part of the United States north of the parallel of 38° N. L.

South of this line we have a country whose climate and productions differ in no wise from that of the southern part of the United States—that part lying south of the parallel of 38° N. L., and extending to the Gulf of Mexico.

From the basis thus established, arrangement may be rapidly evolved:

1st. The productions and characteristics of the inhabitants of each section—wheat, rye, barley, hemp, flax, etc., of Northern Europe; wine, oranges, figs, lemons, beet root sugar, etc., of Southern Europe.

2d. The systems of drainage which may be divided into four systems: the Arctic, Atlantic, Caspian and Mediterranean, with their principal branches and feeders; Dwina and Petchora, Tagus, Garonne, Rhine, Elbe, Oder and Vistula; Volga, Ural, Don, Dnieper, Danube, Po and Rhone.

3d. The political divisions which, thanks to Prussia, have been greatly simplified of late years: Northern Europe—Russia, Germany, Holland,

Belgium, Denmark, Great Britain and the Scandinavian peninsula; Southern Europe—Austria, Switzerland, France, and the countries occupying the great southern peninsula. France occupies a middle ground, the greater part of which, however, lies to the south, and being a people who have suffered comparatively little from additions of other stocks, their purely national character has enabled, or rather forced them to overcome the climatic tendencies of the northern part and unite them in one bond of fellowship; and the French are too strongly tinctured with the characteristics of their southern neighbors, to unite with the northern element.

4th. The large cities, which, with the single exception of Naples, are the capitals of the political divisions in which they are situated; the principal commercial cities, the centres of trade and the particular lines of trade which each represents; the rivers, branches of the sea and other causes which have tended to give them the positions they occupy in the commercial world.

5th. Comparison of areas and population: for the former Missouri and Texas may be used as units, and for the latter the population of the United States should be the basis.

I have tried to present these points as briefly as possible, and to make them so plain that they may be taken up at once.

They are, of course, peculiarly applicable to the teaching of oral geography, though I have known teachers who obtained fine results from their use in connection with the usual text books.

All that is necessary, however, is good outline maps, with the political divisions, mountain ranges and coast lines clearly defined; the coloring should be good, and the boundaries clearly and plainly marked, that the pupil may be able to carry out your subdivisions as early as possible. The classification should be evolved step by step, and the new points of each lesson be placed upon the blackboard in the form of a synopsis; this the pupil should be required to copy and follow, and should be referred to by the teacher until the pupils have become thoroughly conversant with its content.

St. Louis, December 20, 1874.

THE art of conversation consists in the exercise of two fine qualities: You must originate and you must sympathize; you must possess at the same time the habits of communicating and listening. The union is rare but irresistible.

For men to search out their own glory is not glory.

## SCHOOL MANAGEMENT.

BY J. BALDWIN.

### I.—Elements of Governing Power.

POWER, however manifested, commands attention. Finite power is admired; Omnipotence is worshiped.

*Physical prowess* has ever been extolled. Sampson, Hercules and Winship are heroes. The nations still sing of their warriors. "Saul has slain his thousands, David his ten thousands."

*Intellectual might* is recognized as the master element of our nature. Thinkers rule the world. Powerful nations bowed to the wisdom of Solomon. The stupendous intellect of Aristotle controlled the learned world for two thousand years. Shakespeare moulded the literature of centuries. Bacon revolutionized science and art. Locke and Pestalozzi inaugurated the era of universal education.

*Moral power* must be conceded the highest place in human esteem. Great strength is admired, the philosopher is extolled, but the man of great moral power is revered. Paul before Agrippa, and Luther before the Diet of Worms, are sublime exhibitions of moral power. A king trembles at the words of a chained prisoner. Two hundred crowned potentates are awed by the moral power of an obscure monk.

*Men of great governing power* are almost worshiped. Each page of history illustrates this fact. Power to govern is a natural gift, possessed in different degrees by all men. This power is capable of unlimited development.

The desire to govern is God-given, and is universal. When lawfully exercised it is a great good. Christ used power only for human good. Washington accepted power and used it only for the good of his country. The parent and the teacher should exert power only for the good of those committed to their care. It is only when perverted that the desire for power gives us bloody conquerors, corrupt politicians and tyrannical parents and teachers.

*Governing power is both natural and acquired.* Each one has the natural ability. The power of the magnet may be increased. The race-horse is made such by training. The orator becomes such by practice. Governing power is developed by exercise.

The object with the teacher is to so control the pupils as to secure order, right habits and vigorous work.

There are four distinct methods of managing schools:

1. *The force method*, now rapidly becoming obsolete.

2. *The police method*, still extensively relied on. The principle on

which this method is based may be stated thus: "To make children good, detect them in wrong doing, and punish them for it."

3. *The personal influence method*, which relies wholly on securing the good will of pupils, and thus producing order.

4. *The rational method.* Children as well as men are governed by motives. When these motives are high, such as the love of God, of parents, of country, of improvement, they elevate. When the motives are low, degradation is the result.

In the rational method of school management, right means are used to secure right ends; the will is not broken but trained; the child is taught obedience to law as a habit as well as a principle.

A careful analysis indicates the following, as the principal elements of governing power:

### I.—SYSTEM.

This implies—

1. *A time for everything.* The school programme should provide employment for each pupil during each moment of the school day. Such a programme, strictly followed, would revolutionize the educational work of the world. Napoleon said, "Give men plenty to eat and plenty to do, and you will have little trouble in governing them." The rule of the great commander, the best ever given, may be interpreted thus: "Keep children interested and busy, and their government will be easy and pleasant."

2. *A place for everything.* More than can be estimated, good school government depends on beautiful and orderly school grounds; on good school houses, well heated and ventilated; on good and well arranged furniture and apparatus; on having places for books, slates, wrappings, etc.; on having pupils properly seated and classed; on keeping the school-house clean, comfortable and attractive; on conscientiously keeping every thing in its place.

3. *A method of doing everything.*—Physical exercises, class tactics, and calling and dismissing school, should all be executed with military precision. While adaptation and infinite variety should characterize instruction, *method* should be ever prominent. The hyperbole of Everett is justifiable, "In education *method* is everything."

System is the key to success. In all professions and occupations, system makes the difference between success and failure. The school should prepare the pupil for life. The habit of systematic work is worth more than all learned from school books. In school management, thorough system, strictly carried out, is simply invincible.

## II. ENERGY AND VIGILANCE

constitute the *second* element of governing power. Labor is genius; energy is inspiration; vigilance is victory. Energy and vigilance compensate for a thousand defects. A lazy, stupid teacher is an intolerable nuisance.

The teacher needs energy and vigilance in keeping the grounds, the house, the furniture, and the apparatus in good condition; in school tactics and class management; in preparing lessons and giving instruction; in providing and using all possible means of illustration; in meeting and overcoming difficulties; in preventing or correcting faults.

As in life so in the school room, untiring energy and eternal vigilance are the conditions of success. A stupendous work is to be accomplished. Faults are to be corrected and right habits formed. Offenses are to be anticipated and prevented. The sluggish are to be aroused and the vicious restrained. All the powers of each pupil are to be evoked and cultivated. The disposition and capacity of each are to be studied and accommodated. Truly the teacher needs the energy of Napoleon, the vigilance of Washington and the patience of Lincoln.

## III. FIRMNESS OR WILL POWER

is the third element of governing power.

School management must be uniform and certain. The highest good of the pupil requires the rigid enforcement of system and right regulations. A vacillating, temporizing policy is as fatal to good order as it is to good scholarship. A good, easy, soft and pliant teacher is generally good for nothing.

To be a *power*, the teacher must have an *iron will*. His plans must be executed with the certainty of fate and precision of machinery.

The pugilist submits in everything to his trainer. The brave soldiers, without question, obey their commanders. How much more should pupils yield willingly to the directions of the faithful teacher?

## IV.—SELF-CONFIDENCE AND SELF-CONTROL

form the fourth element of governing power. The true teacher is humble as he is earnest. He has an abiding faith in God, in human nature, and in the use of right means. He has labored faithfully to prepare himself for the work. He has profoundly studied child nature and discovered the keys to the human heart. He has pondered well the problems of culture, of programmes, of classification, and of management. His heart is in the work, and he is resolved to do all in human power to aid his pupils. Such a teacher may well feel confident and self-reliant. *He will not find it*

difficult to maintain self-control. Amid all tumults he can remain calm, the master of the storm. He will ever be, in a very high sense, master of the situation.

## V.—ABILITY TO WIN

the respect, the confidence and the love of pupils and patrons is the fifth element of governing power.

1. *The teacher must be worthy.* True worth will win its way, but pretense will come to grief.

2. *The teacher must love his pupils.* "What makes the lamb love Mary so?" The answer contains the secret of winning love.

3. *The teacher must do everything possible for his pupils.* His days and nights must be consecrated to their interest. To the daily feast he must bring all rich treasures of mind and heart. Ever affable, kind and considerate, he is certain to win respect, confidence and love.

In the sunshine of confidence and love, all that is good in human nature buds and blossoms and bears fruit. While the cold, repulsive, tyrant teacher may have a forced quiet, and may even compel good lessons, he creates an atmosphere in which all hateful passions are fostered.

Obedience should be cheerful and even glad. Despotism in the school-room is a fearful mistake.

Personal influence must ever be a leading element of governing power. The great commanders and rulers were almost worshiped. Clay won all hearts. Socrates, Pestalozzi, Matthew Arnold, Nott and Horace Man were beloved and revered. To enforce system, to overcome difficulties, to meet emergencies and carry measures, personal influence is a magic power.

## VI.—CULTURE OF VOICE AND MANNERS

is considered the *sixth* element of governing power. The power of a cultivated voice can hardly be overestimated. The best governed schools are often found in charge of girls under twenty years of age. A low, earnest voice, indicating a heart full of the milk of human kindness, explains, to a great extent, the mystery. Double-fisted men are no longer selected to master the bad boys. Teaching is a talking profession. Yet the elocution of the school-room is generally most abominable. No wonder we have so few good readers! No wonder that the elocution of public speakers is for the most part so wretched!

Teachers may safely observe the following directions:

1. *Don't talk much.* Eternal talkers are a fearful nuisance. Let your explanations be brief and to the point. *Seldom repeat.*

2. *Don't talk loud and never scold.*

3. *Use the right word and the right tone.* Remember that "Words *fifty* spoken are like apples of gold in pictures of silver."

The teacher should be a model. As teacher so will be the pupil. Manners is a most important part of an education. Here, as elsewhere, the teacher must practice what he teaches. Only teachers of culture are fitted for the school room. Culture of manners wonderfully increases a teacher's powers to govern.

## VII.—RIGHT PUNISHMENTS

may be considered the *seventh* element of governing power.

The subject of punishments is now being carefully reconsidered by educators. Its thorough discussion is deemed timely. This must be deferred for a separate article. In the meantime, answers to the following questions are earnestly solicited:

What punishments are right?

What punishments are improper?

Can we afford to abolish corporal punishment?

What punishments can best be substituted?

Should punishments be administered privately or publicly?

## VIII.—TACT, OR ABILITY

To turn everything to advantage, is the *eighth* element of governing power.

This is the managing element. One man can do but little. Tact, or the ability to secure the co-operation of others, builds railroads, establishes colleges, governs nations. Tact is not gumption; it is not wisdom; it is not sharpness; nor is it versatility. It is more than all of these combined.

The teacher should be a man among men. He should be able to secure the co-operation of pupils and patrons. He should possess the power to turn everything to the benefit of his pupils and his school. In brief, he should possess the crowning element of governing power — tact.

Let teachers arm themselves with the eight elements of governing power, and be content only with the highest success.

Teaching is incomparably the greatest work on this earth. Minds only are immortal. The sculptor's noblest work soon crumbles. The great paintings of the masters fade away and are forgotten. Cities and nations, and worlds disappear. The teacher's work alone endures. Minds harmoniously and grandly developed; hearts full of the true, the beautiful and the good; lives consecrated to all that is useful and high and ennobling; spirits occupying a lofty position among the eternal tenantry of God's boundless universe — these are the glorious monuments of the teacher's toils.

## DRURY COLLEGE.

**S**UCH is the name of a new college, which has just completed its first term of study, in the city of Springfield, Green County, Missouri.

It derives its name from its principal benefactor, Mr. S. F. Drury of Olivet, Michigan, a man of singular benevolence in the direction of education, having already devoted twenty-five years of his life to founding a successful college in Michigan, and given in money in aid of it, probably several times as much property as he now possesses.

Drury College is incorporated under the general laws of the State, with a full University charter, though aiming, at least for a good while to come, to be only a first-class College. The College provides equally for the sexes, and arranges its curriculum of studies in two parallel courses, the scientific and the usual classical course. These courses are as broad and full as can be found in any College, or "University," in the whole West and Northwest. *Thoroughness* in all things is the aim.

The College has a fine site of about twenty-five acres, partly prairie and partly grove, lying between the city proper and the railway station, and three-quarters of a mile from the Public Square in the former. One building only is as yet erected, costing \$8,000, and used only for school-room and recitation purposes. The Trustees expect in the spring to erect a fine building for a ladies' boarding hall, to cost from \$40,000 to \$50,000. This would have been begun already but for the "panic."

The resources of the College are, besides the building mentioned, about \$100,000, consisting of lands, stocks and reliable pledges. But for the "panic" it is believed that this amount would, during the first year, have been doubled. Of the sum mentioned, the citizens of Springfield contribute \$50,000.

The College is under the general direction of the Congregationalists, though entirely free from any merely denominational, or sectarian, bias and aim, the larger portion of its resources coming from members of Congregational churches.

The purpose of the founders is to build up in Springfield, the business and social center of a large portion of Southwest Missouri, and also of Arkansas and the Indian Territory, a *first-class College*, such as will be an honor to that portion of the State, holding such relation to the schools, the education and the culture of the broad district in whose center it stands, as the University at Columbia does, and expects to, hold to the elevation and culture of the whole State.



The conductors of Drury College are in heartiest accord with the public schools and the general work of popular education and enlightenment, and hope to bear no mean share in the grand and noble work of furnishing to this great State the multitude of teachers, cultivated men and women, educators of the public conscience as well as intellect, which the needs of the teeming millions (soon to be) of our people will require.

Of course Drury College has a preparatory department. Indeed, as is usual in young colleges, the work done now is chiefly preparatory. In Southwest Missouri, college students are scarce at best, and must continue to be until Drury College and other schools shall have greatly elevated the standard of general culture and general appreciation of culture.

During the term just closed, eighty-one students have been in attendance, and the branches taught have embraced, besides the studies which belong to a common English education, Music, Latin, Greek, French, Silliman's Physics, Bain's Rhetoric, Craih's English Literature, and Porter's Intellectual Science. The College has thus Junior and Senior classes.

Six instructors are at present employed, of whom two are ladies. The Faculty will be considerably increased another year. Vigorous efforts are making for the improvement and growth of the College in all respects. The thoroughness of its methods of instruction already, in the short space of twelve weeks, most favorably impressed the intelligent people of Springfield and the neighborhood from which its patronage mostly comes. Rarely has a new school of learning produced at once so favorable and wide an influence in this respect as has this College.

The agents of the College are working hard in the East for the increase of its resources, and with encouraging success. The cause is everywhere received with great and unusual favor—the only drawback in the success of the agents being the “hard times.”

The managers of the enterprise believe Springfield to be peculiarly well placed for a large and widely patronized college. As already stated, it is the natural center of a very large district of country—larger in fact than many of the older States, an area of fully 30,000 square miles—in which there is at present no college. Then the place has a remarkably salubrious climate, standing on the summit of the Ozark hills. Once fully established and widely known, the College will draw a liberal patronage from the comparatively low and hot districts of Arkansas, Louisiana and Texas. There are no malarial fevers and agues

in Springfield. The College will also commend itself to a valuable patronage from the North, which seeks to escape the rigôr of Northern winters.

The Trustees of Drury College are selected from well known and representative men in the State. They are Col. N. H. Dale, of Neosho; Col. J. W. Lisenby, T. B. Holland, Esq., Rev. J. E. Worth, Hon. C. E. Harwood, Major R. J. McElhany, Dr. E. T. Robberson, and Rev. J. H. Harwood, of Springfield; W. Irving Wallace, Esq., of Lebanon; S. M. Edgell, Esq., and Rev. C. L. Goodall, of St. Louis; and S. F. Drury, Esq., of Olivet, Mich., besides the President, Rev. N. J. Morrison, D. D.

#### A CHAT ABOUT SLEEP.

BY DIO LEWIS.

A very thin young lady, of about thirty years, with a promising beau, came to consult me about her “skin and bones.” I had frequently met her when she seemed even more emaciated, but now she “would give the world to be plump.” Sitting down in front of me, she began with—

“Don't you think, doctor, that I look very old for twenty?”

I admitted that she looked *rather* old for twenty.

“Can anything be done for me? What can I take for it? I should be willing to take a hundred bottles of the worst stuff in the world, if I could only get some fat on these bones. A friend of mine (her beau) was saying yesterday that he would give a fortune to see me round and plump.”

“Would you be willing to go to the Cliff Springs in Arkansas?”

“I would start to-morrow.”

“But the waters are very bad to drink,” I said.

“I don't care how bad they are; I *know* I can drink them.”

“I asked you whether you were willing to go to the Arkansas springs to test the strength of your purpose. It is not necessary to leave your house. Nine thin people in ten can become reasonably plump without such a sacrifice.”

“Why, doctor, I am delighted to hear it; but I suppose it is a lot of some awful bitter stuff.”

“Yes, it is a pretty bitter dose, and has to be taken every night.”

“I don't care. I would take it if it was ten times as bad. What is it? What is the name of it?”

“The technical name of the stuff is ‘Bedibus Nineo'clockibus.’”

“Why, doctor, what an awful name! I am sure I shall never be able to speak it. Is there no common English name for it?”

“Oh yes! The English of it is, ‘You must be in bed every night at nine o'clock.’ We doctors generally

use Latin. ‘Bedibus Nineo'clockibus’ is the Latin for ‘You must be in bed every night by nine o'clock.’”

“Oh, that is dreadful. I thought it was something I could take.”

“It is. You must *take* your bed every night before the clock strikes nine.”

“No; but what I thought was that you would give me something in a bottle to take.”

“Of course I know very well what you thought. That's the way with all of you.”

One person eats enormously of rich food till his stomach and liver refuse to budge, then he cries out: “Oh doctor, what can I *take*? I must *take* something.”

Another fills his system with tobacco until his nerves are ruined, and then, trembling and full of horrors, he exclaims, “Oh, doctor, what shall I *take*?” I write a prescription for him—*Quitibus Charwibus et Smokibus*.

I will suppose my patient is not a classical scholar, as I am sure my reader is, and so I translate it for him into English. He cries out at once:

“Oh, doctor, I thought you would give me something to *take*.”

Another sits up until thirteen or fourteen o'clock, leads a life of theatres and other dissipations, becomes pale, dyspeptic and wretched, and then flies to the doctor, and cries, “Oh, doctor, what shall I *take*? What shall I *take*?”

“Now, madam, you are distressed because your lover has been looking at your ‘skin and bones.’”

“But, doctor, you are entirely—”

“Oh, well, we'll say nothing about him, then. But tell me, what time do you go to bed?”

“Generally about twelve o'clock.”

“Yes, I thought so. Now, if you will go to bed every night for six months at nine o'clock, without making any other change in your habits, you will gain ten pounds in weight and look five years younger. Your skin will become fresh and your spirits improve wonderfully.”

“I'll do it. Though, of course, when I have company, and I go to the opera, I can't do it.”

“It is *regularity* that does the business. To sit up till twelve o'clock three nights of the week, and then get to bed at nine o'clock four nights, one might think would do very well; and that at any rate it would be “so far so good.” I don't think this every other night early, and every other night late, is much better than every night late. It is *regularity* that is vital in the case. Even sitting up one night a week deranges the system for the whole week. I have often thought that those people who sit up till eleven or twelve o'clock every night get on quite as well as those who turn in early six nights, and then sit up once a week till midnight.

Regularity in sleep is every whit as important as regularity in food.

“At length my patient exclaimed: “Doctor, I will go to bed every night for six months before nine o'clock, if it kills me, or rather if it breaks the heart of all my friends.”

She did it. Twenty-one pounds was the gain in five months. Her spirits were happily enlivened, and she spent half her time in telling her friends of her delight with the new habit. She had no further cause to complain of skin and bones, and she had the special gratification of appearing more attractive in the eyes of her lover. He, like a sensible man, when he saw the good effects of the nine-o'clock-to-bed arrangement, heartily approved of it, and became a convert himself.—*To-Day*.

#### Educational Axioms.

In his annual report, President J. A. Cooper, of the Edenboro, Pa. Normal School, gives the following:

1. All improvement is self-improvement.
2. Teachers can assist those who try to help themselves.
3. Study rightly pursued is pleasant.
4. Wisely directed effort means one's progress.
5. Self-reliance, perseverance and energy can be cultivated.
6. Good habits can be formed.
7. In education method is everything.
8. Learning, to be useful, must be exact.
9. He who does the best he can do, does his duty.
10. Every one can do his duty.

#### Our Teachers aims:—

1. To direct the students in their choice of studies.
2. To show them how and when to study.
3. To advise them in the use of their time.
4. To train them to right habits of thought and action.
5. To lead them to regard the performance of duty as the greatest good.

WE can hardly imagine the possible dignity and value of our lives, unless we consider their probable bearing upon other lives. A word of cheer, an act of passing kindness, a trifling sacrifice, may be just the help required to give vitality and permanence to good resolves which lead to high endeavor and to generous action.

Good, kind, true, holy words dropped in conversation may be little thought of, but they are like seeds of a flower or fruitful tree falling by the way-side, borne by some bird afar, haply thereafter to fringe with beauty some barren mountain side, or to make glad some lonely wilderness.

# AMERICAN Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, - - - JANUARY, 1874

## A NEW VOLUME.

TO those who have taken this Journal from its first issue to the present time, no new pledges or promises are necessary.

To our new subscribers, and to other friends of education, it may be well to say a word, in entering upon a new volume.

We design in the future, as we have in the past, to make the AMERICAN JOURNAL OF EDUCATION a *real* and positive help to every teacher, school officer, and friend of education in the land. Our corps of editorial writers and contributors are acknowledged to be among the ablest men and women in this country and in Europe.

While we do not overlook the importance of "better methods" in teaching, we constantly labor for the introduction and adoption of better and more liberal measures among the people and by the people to sustain our teachers and school officers. To this end we urge all those in charge of schools to report results, so that those who pay the taxes to build and properly furnish school houses, and support the schools, may know what our teachers are doing.

In this way we deepen and widen the current of public sentiment, and lay the foundations of our system of public schools on such a basis as that no whim of party, no prejudice or bigotry begotten of ignorance, shall ever be able to overturn or destroy it.

We need the co-operation of every friend of education in the country. It is of little use to print facts and arguments of this kind or any other, unless the people read them—hence every teacher and school officer ought to see that a copy of the AMERICAN JOURNAL OF EDUCATION is put into the hands of every tax-payer.

They will find the investment of time, effort and money, in this direction, one which will pay a large present and a permanent dividend.

## STILL ANOTHER PREMIUM!

WE give for *two* subscribers:

"TEN TIMES ONE IS TEN."

The Possible Reformation. (First published in *Old and New*.) Harry Wadsworth's motto, the principal character in this charming book, was;

"To look up, and not down;  
To look forward, and not back;  
To look out, and not in; and  
To lend a hand."

*Extract from a letter by an unknown correspondent*

"The four rules are over my writing-desk and in my heart. Every school boy and girl of age to understand it should have this story, and if I was rich enough, should have it."

## GIVE THEM THE FACTS.

Don't let the members of the Legislature have it to say that they did not know what our *twenty thousand* school officers and our *seven thousand* teachers in Missouri wanted. Post them up so they can act and vote intelligently.

We need more teachers and better ones; we must have more money—and not less—to secure competent men and women to teach and train the children of the country. Every school should be continued at least *eight* months in the year; if pupils go only *four* months they forget nearly all they have learned during the eight months they run wild. Teachers cannot afford to spend time and money to prepare for this work if our schools are run only four months out of the twelve. Let us have a school eight months at least.

## A NEW DEPARTURE.

IT means business, unity, harmony, power, success. Now we are an army, under discipline, being drilled for effective work. Now we can show results. Now every person, from the humblest and weakest to the highest, can find his place and win promotion just as fast as he earns it.

It was a glorious meeting of the Missouri State Teachers' Association at Warrensburg. Every phase of our educational system was represented there, from the primary school up through all the grades, to the State University. Friends, opponents, public schools, private schools, colored schools, family schools, catholic schools—were represented, as well as every creed in religion and politics, with the "book agents" in the rear to "foot the bills" and be held at a respectful distance.

All phases of life, opinion, character and person, incident to the settlement of a great State midway between the two oceans; a State which invites and welcomes all who come, and which has vitality and strength enough to assimilate and harmonize these diverse elements, and train all into a wise, industrious productive citizenship.

All voted, all spoke,—men and women, white and black. Papers were read and topics discussed, which were both wise and otherwise.

We listened with pleasure and profit to several papers; among them, one on the "Position and Work of Private Schools in the State System of Educa-

tion;" another on "Shall we teach Reading?" We venture to affirm modestly that "we should"—with variations. There was an address on "Spectrum Analysis" which was said to be very fine and instructive.

"Should the Public School System Support High Schools?" was another able paper on an important topic.

Several other papers were read, deserving much more than a mere mention; but the culmination of the work of the Association was in the adoption of a

## PLATFORM

which will unify and harmonize all the educational forces of the State, and so insure a permanent success to our whole educational system.

We call special attention to the following resolutions, which were, among others, adopted after full discussion almost unanimously. A substitute offered for these received but *one* vote.

The resolutions thus adopted read as follows:

"Resolved, That in order more completely to unify the system and bring the State University, and such other of our colleges and higher literary institutions as desire to co-operate with us into more harmonious and efficient working relations with our Public Schools, this Association earnestly recommends the adoption by our State University of the plan of other States, in regard to the admission of students from the High Schools into the classes of the University, and that our students be admitted upon certificates of qualification from such of the High Schools as adopt and carry out a proper course of preparatory study.

"Resolved, That a committee of three be appointed from this Association to consult with the Faculty of the State University, and report a plan to carry into execution this recommendation."

The State University being a part and parcel of the Public School System, it was deemed proper to propose definite action with regard to that, and to ask the Faculty directly and at once to consult with us and report a course of study on which pupils could be admitted directly, and without further examination from our High Schools.

Of course it would not do to propose terms of admission to other institutions, but it was the earnest, honest, desire of the Association to unite, in the language of the resolution, "such other of our colleges and higher literary institutions as desire to co operate with us," and this includes *all*.

The Faculty of Washington University, as well as that of most of the other colleges of the State, are not only among the strongest friends of our Public School System, but among the most able and efficient members of the State Teachers' Association.

We hope to be able to publish not only the results of this conference with the Faculty of the State Univer-

sity at an early day, but we are confident a large majority of all the higher literary institutions of this and other States will unite on some basis which will unify, consolidate, and strengthen the system of education so as to make it a grand success.

## ADMITTED FACTS.

WE propose to yield some points—admit the truth of some statements as to the incompetency of school teachers and school officers. Suppose we admit all that the opposers of our public school system claim in this direction.

What then. To us, it seems to be the part of wisdom for the people to take immediate and efficient measures to remedy these defects. The most effective way to remedy defects is to substitute something better—and so far as it goes we must use such material as we have in hand, and this brings us right back to men and women as we find them.

To undertake to remedy the defects arising from ignorance and incompetency, by legislation inimical to the public school system, is to burn your bridge and not attempt to cross the stream at all—it is to make those who are now incompetent, still more incompetent. Will such a course remedy the evil? Will it not rather tend to aggravate it? Will it not make us weaker instead of stronger?

Every sensible man knows that this must be the result. We have some teachers who are not competent to fill the positions they hold. We doubtless have some school officers who are incompetent—but over against these few incompetents we put a great number who are intelligent, educated and enthusiastic workers, who are arming and equipping tens of thousands of pupils in our public schools, to do efficient work in the communities in which they live, to produce a thousand-fold more of real wealth and character and capacity than their education and equipment costs. We need legislation to make our schools more efficient. To do this we must have more competent teachers and school officers, and we must secure this competency by going into the market and paying what talent and ability, and industry is worth in other pursuits and in other lines of business. Hence we want legislation which will bring the best talent we have in the land into the public school service. Then we can show results which will warrant the expenditure of the time and money devoted to this great interest. Will our teachers and school officers see to it that *their* member of the Legislature is fully posted as to what legislation is needed to accomplish this purpose.

No time should be lost in giving



the facts and data needed, to those who can and will use them.

Let us have in all these Western and Southern States this winter, a vigorous, intelligent campaign in favor of the best and most liberal public school system ever devised by an intelligent people.

### COUNTRY SCHOOLS.

THESE are our most important schools. Here the men and women who move the world acquire the rudiments of an education. Search the history of the men and women most distinguished in all the great fields of human achievement: probably nine-tenths of all these began their careers in the country school. It will doubtless continue to be so to the end of time. God made the country and blessed it. Man makes babels and cities and suffers the consequences.

In view of the facts, how inestimably important becomes the education of our country schools! Our cities have all the educational advantages. They pay salaries that secure the best talent for superintendents, principals, and teachers. They secure all that can be desired in the way of school-houses, school furniture, and school apparatus. They have well-defined courses of study, thorough grading, and efficient supervision.

In country schools nearly all these conditions of success are wanting.—Good school-houses, well-furnished, and managed by good teachers are the exceptions. In most of the States the course of study is left mainly to the whim of the teacher. In no State is the supervision sufficiently penetrating.

The elevation of the country school is the grandest field of usefulness now open to the philanthropist or the statesman.

1. *Better school-houses*, well heated and ventilated, with good furniture and apparatus, and having suitable out-buildings and pleasant surroundings, will form the basis of the upward movement. These the people will furnish.

2. *Efficient supervision* is simply a necessity. To this end, the County Superintendency is, beyond question, the means. The best teacher in the county should fill this office, and should give his entire time to the work. In township institutes he should meet every teacher in the county each month. He should have monthly reports containing the programme of each school. He should instruct the teachers, lecture to the people, and look after school finances. An efficient county superintendency is, indeed, the right arm of the public school system. In States where this office is most efficient, country schools are advancing most rapidly.

3. *A well defined course of study* for country schools is of the utmost

importance. California and Kansas are making an effort to thus revolutionize their schools. Let other States move in this great work.

4. *Longer terms and more permanent teachers* are crying wants in country schools. Short terms and a constant change of teachers are the curse of most ungraded schools. Let those most interested think of this matter, and unite to remedy these evils.

5. *Better teachers for country schools*, is our greatest educational want. The cry for better teachers comes from every State. How shall this want be supplied? Normal schools, normal institutes, academies, and colleges are doing to prepare teachers for this class of schools. But how can the best talent be drawn to the country schools and retained there?

Much ought to be written and spoken on this subject. We invite suggestive articles from our home educators. Whatever legislators and educators may do to elevate country schools, will be appreciated by the people, and will result in incalculable good.

### WHAT CAN YOU SHOW?

What can our teachers show the tax-payers and parents for the time and money expended to sustain our public schools?

We want to print, and lay before the Legislatures about to convene, some of the results of our school work.

What are our teachers, who are directly and pecuniarily interested, doing to furnish the facts upon which we can ask for more liberal salaries, for longer terms, for more help in the way of illustrative apparatus?

Let us have the facts, and we will print them.

### PUBLIC LECTURES.

A spicy, sensible and able discussion of any of the great questions now agitating the public mind, is always a benefit to the people. The newspapers give us a glimpse of the more prominent phases of politics, finance, commerce and crime, but they seldom discuss the relations which every citizen holds to these subjects. Editors have not time to do much more than to report what is going on. Comment must not only be brief, but in most cases it is made from a partisan standpoint, and hence newspaper readers get only a one-sided or partial view; whereas the man who takes up a theme and discusses it for an hour, is bound to present the subject to the people in all its various relations, and a vast deal of information is thus given in a pleasant way in a short space of time. It brings out the social elements too, and stimulates thought, encourages free discussion and free expression, and makes speaker and hearer more tolerant and wiser.

In this connection it gives us pleasure to mention the commendable efforts which have been put forth this winter by Major C. C. Bailey and Mr. W. R. Hodges, in inaugurating a successful "Star Lecture Course," in St. Louis. The season was bad in one sense, in the matter of money, yet notwithstanding the senseless panic the people responded nobly, and six of the ten lecturers advertised have already appeared. The seventh appears next Friday evening, January 9th, in the person of Dr. Hughes, the eminent Arctic explorer; the season closing with that clever caricaturist, Thomas Nast, Esq., who ought to "draw" well.

### THE YEAS AND NAYS.

We want them. We want to know how the members of the Legislature in Missouri and other States vote on questions pertaining to the school law. Let us have no dodging. Let us see who is in favor of intelligence, of law, of order, of productive industry, of a better citizenship, and who it is that would still keep the people in ignorance, in poverty, and perpetuate the weakness and crime of which ignorance is the prime ingredient. By all means let us have the yeas and nays, and put the friends and enemies of our public school system on the record.

### HOW THEY RESPOND.

LET us invite the attention of our friends who are interested in the "New Partnership" between the High Schools and Colleges proposed in the last issue of the AMERICAN JOURNAL OF EDUCATION, to a model response from a model school officer.

The reason we do not publish others which have been sent us is because they "scatter" too much. We want the facts embodied in the shortest possible space, and then we will publish them. Facts like the following:

*Editor American Journal of Education:*

In answer to your questions in December issue, I am prepared to say:

1. Our *High School* was organized in 1870, but has never graduated a class.

2. We propose to prepare for college all who may desire it, but for the *Freshman* year only.

3. We now have a large class who propose to complete a *full college* course.

4. I can assure you the work will be *thoroughly and enthusiastically* done.

5. In all our school work we propose an advanced position, and would say to schools of a similar grade, "Come on."

Respectfully,

VALOIS BUTLER,  
Superintendent.

BENTON HARBOR, Michigan, Dec. 20, 1873.

### EXHIBITIONS.

LET us have more of them in our schools.

Let us show the tax-payers and parents what our public schools are doing with and for the children. Aside from the interest created on the part of pupils and parents, it enables and accustoms the child to use the knowledge it has acquired, and it shows the pupil also what an empty and weak thing he is without knowledge. Exercises should be introduced which develop something beyond, and above, and better, than memory.

We saw a class drill in the public school at Carrollton, Mo., the other day, in which we were greatly interested. The class, composed of some twenty pupils, were called out, and problems given them involving a half-dozen or more combinations, and the teacher would call upon any pupil to take up the problem at a given point and go on from the word at which the other left it—and no mistakes were made, and no hesitation evinced. Problems in addition, subtraction, multiplication and division were thus solved with ease and precision, very much to the credit of the pupils and teacher, and very much to the astonishment of many older heads who witnessed the operation.

Each pupil in the class is liable to be called upon at any moment and they must be ready, hence they must give such attention and do so much of the work, each for themselves, that they can take up at any word or figure, so much as remains, and go on with it. Great credit is due Prof. Wells and his able corps of assistants, for the high character of scholarship and discipline which prevails in the school.

Such work as we saw done in the several rooms of the Carrollton Public School will convince the most skeptical that the system is doing work worthy the attention of all, and worth all its cost. The more exhibitions and examinations of this kind we have, the better.

Pupils in other rooms were equally proficient in Grammar, and other branches. Great credit is also due the School Board for the efficient manner in which they sustain the Superintendent and teachers in their work.

Send in the subscribers and get, in addition to a copy of the *American Journal of Education*, for one year, a genuine Prang Chromo, worth one dollar, FREE! This offer holds good for sixty days, and you can supply your school room with pictures easily in this way. Try it! Subscription price, \$1.50 a year in advance.

Up to this date 483 students have entered the Normal School of Kirksville.

## BREAKING GROUND.

"LOOK before you leap," is a maxim which is no less applicable to the work of education than to any other in which short-sighted man can be engaged. Here, as elsewhere, it is the part of prudence to take a general view of the field of operations, before striking the plow into the sod. A large view of the field of human learning is as necessary at the beginning as at any subsequent stage of the work of education; and those who have it not, if they engage in the work at all, should do so only under the auspices of those who have it. Such a "bird's eye view" of human knowledge we will now attempt to present, as an introduction to some remarks on the subject of breaking ground in this most interesting and important of all earthly enterprises.

Superficially considered, the vast realm which we have to subjugate and utilize may be divided into three constituent provinces. I say "superficially considered," because, like the three primary colors of the solar spectrum, each of these constituent provinces of knowledge must in strictness be described as covering the whole ground. The first we may entitle Mechanics, meaning thereby the knowledge of Inorganic Matter and Forces, whether displayed in the building of a house, in the motion of a star, or in the subtlest demonstration of the transmutation of forces. In this first province are included the sciences of Chemistry, and the so-called "pure" and applied Mathematics, as Geometry, Natural Philosophy, Astronomy, etc. The second we may term Natural History. In this, the addition of a "Vital" Force to the elements of the first, furnishes us with the sciences of Botany, Zoology and Physiology. The third is that in which the further addition of Mental Consciousness and Power produces the so-called Humanities; viz., History, Language, Metaphysics, and the Imitative, or so-called "Fine" Arts, the provisionally and temporarily or subjectively isolated aspects of beauty. Thus the three provinces of Mechanics, Natural History and The Humanities, may be said to compose the whole realm of knowledge, as including every thing which is entitled to the name of a science or an art. Theology or Religion may perhaps be sometimes spoken of as a separate science, but we now feel safe in assuming, without argument or apology, that either of these terms, if of any significance at all, is a comprehensive name for the whole domain, if not more than the whole domain, which earnest educators aim at occupying and improving.

So much for our field as a whole.

It is important in the next place to observe, that as that whole is subordinate and tributary to, if not merely coincident with, the work and knowledge of Religion, so the first named of its three constituent fields or provinces is subordinate and tributary to the second; and the second to the third: in other words, that Natural History is Mechanics, *plus* the life-force, and The Humanities, Natural History *plus* the human attributes of consciousness and volition. As the source of these attributes lies in the supernatural if not divine realm of Religion, into which we know no mere man can introduce his fellow-man or his dependent offspring, it is evident that we cannot hope to impart a thorough knowledge of the Humanities to one another. As the work of Religion must be an individual work, so to a large extent must be the qualification to fathom the Humanities. But do we not well know that if we only could impart the life of Religion to those whom we have to educate, all the rest would necessarily follow in due time and place on the simple presentation of fit opportunities? Do we not therefore, as Christian educators, carefully avail ourselves of every opportunity for obtrusively presenting or illustrating to our pupils the paramount claims of Religion? And for the same reason must we not from the first, systematically commend and cherish the less influential but more manageable study of Man, as "the proper study of mankind?" It is with this only that we can systematically and safely break ground; and we have need to see to it that our share shall sink deeply enough to reach this fertile layer, and whatever distance from the surface it may lie, at any point of our plodding toil.

People may laugh at this as "subject-teaching," if they choose; but the truth is it will be either subject-teaching or object teaching as they choose to make it. If he be careful to wait and watch for the due manifestation of interest on the part of the pupil, and to accept such manifestation as evidence of capacity for some degree of comprehension of the subject interesting him, and to prepare himself to meet such inquiry with all attainable information, and even to humble himself by all seasonable confession of his own ignorance, he will be enabled, as one who lives above himself, to treat even the subject of human nature as an object, and to exhibit it as such effectually. While the material, and the original capacity for all knowledge are wholly from God, the stimulus and guidance to its acquisition are partly our own; and we can stimulate and guide in no way more effectually than by such condescension and vigilance as this. Let us hope that we shall not much longer

see the children of professing Christians growing up to manhood in practical ignorance, if not in actual doubt, of those first truths respecting themselves and the contending powers of the spiritual world, which it is as necessary for them as for their elder brethren to have constantly in view, if they will learn anything aright. Let it no longer be the schoolmaster's fault, if the very children do not so readily appreciate and justly interpret the miracles of science, as to be constrained to cry, "Hosanna to the Son of David," in the evidence and consciousness of the second and still continued coming of Him in whom "all things consist."

## TENNESSEE.

Editor American Journal of Education:

IN educational matters, our State is making rapid progress. Free schools were unknown before in Tennessee till after the close of the late war. Hence, many difficulties stood in the way and considerable prejudice presented itself. The day is brightening and better things await us now. The schoolmasters of Tennessee have just closed one of the most successful school meetings ever held in the State. The present system of public schools has an able exponent in the person of Hon. John M. Fleming, State Superintendent. There are ninety-three counties in the State, in all of which public schools have been opened, with one exception. Our County will open its schools in a short time.

The County Superintendents are, generally, young men of more than average culture. Many of them are men of decided ability, and among the leading educators of the State. It was decided to have a school journal by the State Teachers' Association at its last session. The County Superintendents' Convention settled upon a plan of Teachers' Institutes. A limited number will be held this coming summer in different parts of the State. Dr. Sears, agent of the Peabody fund, promises to give \$1,000, or \$100 to each of ten Teachers' Institutes, to aid this great work in Tennessee. We feel encouraged over the prospect, and cherish the hope that Tennessee may no longer be pointed to as one of the illiterate States of the Union.

H. P.

JONESBORO, Tenn., December 20, 1873.

If you would have the people, who pay the taxes, know and appreciate what our teachers are doing for the State, and show them the necessity for this work, get up a club and circulate a dozen copies of the *American Journal of Education* in every school district. Premiums are large, and we ought to have 200,000 readers without delay.

## MENTAL AND WRITTEN ARITHMETIC.

BY J. BALDWIN.

SHOULD mental or written arithmetic be first taught? This question is continually being asked by teachers, and is warmly discussed in Institutes. The following positions may not be satisfactory to those on either side of the question:

1. *Mental and written arithmetic should be taught simultaneously.* The processes are the same in both. In each the same thorough analysis is requisite. The written solution appeals to the eye, and helps in training to systematic thinking.

2. *But one book should be used.* Written and mental exercises should alternate. The model arithmetics of the future will doubtless have throughout, two or three examples for written solution, followed by the same number for mental solution. The latest published arithmetics approximate this ideal.

3. *There should be but one daily recitation in arithmetic.* Separate daily recitations in written, and mental arithmetic, cannot be afforded. It gives undue attention to the subject. In most graded schools this practice has been abandoned. The teachers of ungraded schools, so sorely pressed for time, should not hesitate to give up a practice which can only result in injury to their pupils.

4. *"Mental arithmetics are a humbug."* This is the language of W. D. Hinkle, one of the ablest mathematicians of this country. He says: "I believe that no more mental arithmetics should be published; but that they should be injected into the so-called written arithmetics. A proper fusion is the great arithmetical desideratum." The editor of the *National Teacher*, who stands among our best educators, thus defines his position: "Giving two recitations daily to arithmetic—one to mental and the other to written—demands more time than can be given to this branch, and the practice has been abandoned in most graded schools. The great desideratum is a complete union of mental and written exercises."

5. *Modified mental arithmetics may have a place in school work.* The judicious teacher will cease to place mental arithmetics into the hands of primary and intermediate pupils. With pupils who have passed through the usual arithmetical course, a mental arithmetic prepared for advanced pupils, may be used to advantage.

Mental arithmetics have subserved a good purpose; but, in their present form, they are destined to be numbered with the things of the past.

Look round the habitable world, how few Know their own good, or knowing it, pursue.



## A NEW PLATFORM.

WE hope the action of the State Teacher's Association of Missouri, as indicated below, will be carefully considered and accepted as a platform on which to base action for more united and aggressive work in the future:

On motion, the Chair, appointed a Committee on Resolutions, to report at 2:30 P. M., on Wednesday. The Committee submitted the following report, which, after full discussion, was adopted:

*Whereas*, The intelligence and virtue of the people constitute the only security for the permanency of our institutions and the prosperity of the nation; and

*Whereas*, It is plain that the only way by which we can preserve our institutions and thus prove to the world that our form of government secures to its citizens a more rapid intellectual, material and moral growth by training up a citizenship which shall be able to utilize the materials and forces of nature, who shall be intelligent and conscientious with regard to all their duties to each other and to the government which protects them, and which they in turn protect; and

*Whereas*, The Constitution of the State of Missouri provides for a complete system of public schools, embracing not only the primary, intermediate, grammar, and high-schools, but normal schools and the State University with its several branches, including the mining school, thus providing the means of education for all to the widest possible extent; and

*Whereas*, We believe that the knowledge best calculated to discipline the mind and develop the character and the mental capacity of youth, is at the same time the best to fit them for the discharge of their duties as neighbors and citizens, and to prepare them to receive the higher training in language, science, art and the learned professions, thus rendering it unnecessary to pursue one course of study for business and another for entrance to the colleges. Therefore,

*Resolved*, That, in order to more completely unify the system, and to bring the State University, and such other of our colleges and higher literary institutions as desire to co-operate with us, into more harmonious and efficient working relations with our public schools, this Association earnestly recommend the adoption by our State University of the plan of other States in regard to the admission of students from the high schools into the classes of the University, and that our students be admitted upon certificate of qualifications, from such of the high schools as adopt and carry out a proper course of preparatory study.

*Resolved*, That a committee of three be appointed from this Association to consult with the faculty of the University, and report a plan to carry into execution this recommendation.

*Resolved*, That as citizenship under our form of government throws upon each the liability of making laws as well as the duty of obeying the laws, this Association recommends a more careful study in all our schools of the history and Constitution of the United

States and the State of Missouri, as well as the general principles of the science of government.

*Resolved*, In view of the fact that there are yet rising of one hundred and fifty thousand children in the State who are deprived of the benefits of our public school system for the want of school houses and other proper and necessary accommodations, we respectfully ask that the Legislature shall, by a more liberal system of taxation, enable this large number of prospective citizens to avail themselves of the school advantages to which they are, under the Constitution, justly entitled.

*Resolved*, That we respectfully suggest to the members of the Legislature that the four months' term of school, as now provided for by law, is too short, and the intervening time of eight months, in most cases, dissipates the information gained, thereby rendering the results of the system such that the legal school term, in our opinion, should be increased to at least six months, and by a vote of the district may be increased to ten months.

*Resolved*, That vocal music should become one of the branches required by law to be taught in the public schools of the State.

*Resolved*, That the office of County Superintendent of schools is so important to the success of our school system that we recommend the extension of its power and influence.

*Resolved*, That we recognize the great value of, and most fully indorse, the work of Gen. John Eaton, the United States Commissioner of Education, and we respectfully ask our legislators and representatives in Congress to render the Bureau of Education every possible facility for collecting and distributing the important facts and statistics embraced in the circulars and annual report of the Commissioner.

*Resolved*, That we cordially indorse the measure already passed by the House of Representatives, setting apart the net proceeds of the sale of the public lands for educational purposes as a permanent fund, and disbursing the interest annually accruing among the several States on the basis of illiteracy, as a method best calculated to aid those States which need this help the most, until they have so far recruited their energies as to be able to provide by taxation for their own education, and then this interest should be distributed on the basis of the entire population.

*Resolved*, That we tender our sincere thanks to the citizens of Warrensburg for their cordial welcome and the generous hospitality extended to members of the Association; to the trustees of the M. E. Church; to the several railroads that have extended the courtesy of reduced rates of fare; to the President and Secretary for their efficient services; and that we pledge to each other, and to the people in whose behalf we labor, to do all in our power to make the school system of the State its greatest glory and its most enduring monument.

J. B. MERWIN, Chairman.  
H. H. STRAIGHT,  
ROBERT CRUIKSHANK,  
S. H. BLEWETT,  
MRS. W. J. TUCKER,  
MISS JULIA CHAPPELEAR.

## A GOOD INDORSEMENT.

THE *Missouri Democrat* says:

The meeting of the State Teachers' Association at Warrensburg was in every way a success. We mean by that, that the cause of education has received a decided impulse, and several important questions have been thoroughly discussed. No thought was dwelt on with more enthusiasm than the symmetry and completeness of a State system, arising from a district school up to and culminating in a university. The prominent educators of the State were thoroughly imbued and inspired with this idea. Even those who are connected with private or denominational institutions are heartily for completing the grand system of State schools. The child is to enter at the door of the primary department, and if he will, he may go out of the doors of the university; and his passage shall be without money and without price. The State claims an interest in all her children, and a right to give them all that is possible to fit them for wise citizenship. The first of a very judicious set of resolutions passed by the Convention recommends, in order to a more complete unifying of the system, that our State University adopt a plan now in use in some other States, of receiving students from high schools, upon certificate of qualification; provided the school be, itself, up to a grade satisfactory to the university. This plan is adopted in Michigan, which has indisputably the most complete and successful educational scheme among the Western States. A committee of the university faculty visits the high schools annually, to attend the examination of the graduating classes. Every young man or woman who passes successfully is given a certificate admitting the receiver, without further question, to some grade in the university. By this means many receive encouragement and stimulus to a completer education than they would otherwise have received. It also links every branch of the free school together, from the lowest to the highest.

Another resolution very wisely urges that the study of constitutional law and political economy be more carefully engrafted upon our courses of study. Perhaps it is not less important to urge, as they did, attention to vocal music. The chief difference of opinion seems to have arisen in reference to the comparative value of the study of natural sciences. A few, even in this liberal State, are timorous of the effect of studying the handiwork of God, for fear it will lead the scholar into skepticism—at least a large measure of science is dreaded. These seem to prefer the influence of Horace's Odes and the theology of the dirty Olympic deities. We believe that the general feeling would make the study of the languages subordinate to the study of science. If either must constitute a specialty, let the former do so. The study of history, as a record of blood, and an exaltation of selfish ambition, setting up the basest ideals for the young, received a deserved overhauling by Prof. Hamilton, of St. Louis. History certainly can be written from a standpoint that will not exult carnage as glory and devils as heroes.

Probably no subject touched upon

by the Convention has a more immediate importance than that of high schools as a part of the State system. G. L. Osborne, of Louisiana, presented a paper on this subject, and it was generally felt that there is a great need of high schools throughout the State, as a connecting link between the district schools and the university. It may be pleasant reading for those who take no interest in furthering education to look over the fourth resolution of the Convention: "In view of the fact that there are yet rising of one hundred and fifty thousand children in the State who are deprived of the benefits of our public school system from the want of school houses, we respectfully ask that the Legislature shall take measures to secure to this number of prospective citizens the school advantages to which they are, under the Constitution, entitled." The Constitution of Missouri is wisely drawn; it now remains only to see that its provisions are applied for the benefit of every child in the State. Education is our only possible safeguard under a popular government. We cannot afford to rear our citizens in ignorance of the fundamental principles that underlie the privileges that the franchise extends to them. If our legislators shall occupy the burden of their time on such questions, the people will not be likely to complain for lack of ordinary political pabulum. The press has a common interest with the teacher in the advance of all such measures as were advocated in this Convention.

## RHODE ISLAND.

The twenty-ninth Annual Meeting of the Rhode Island Institute of Instruction will be held at Music Hall, Providence, on Thursday, Friday and Saturday, January 22, 23 and 24, 1874. Gen. John Eaton, United States Commissioner, Washington, D. C., will deliver an address Thursday evening. Prof. Mark Bailey, of Yale College, the eminent Elocutionist, will give select readings, each day and evening. Prominent educators have accepted invitations to take part in the various exercises of the Institute. Free entertainment will be furnished to lady teachers. Every effort will be made to make the meeting pleasant, profitable, and successful.

MERRICK LYON, President.  
LESTER A. FREEMAN, Sec'y.

ANTHONY TROLLOPE said in a recent lecture that novels are the sermons of the present day, or, at any rate, the sermons which are listened to with the most rapt attention. The novelist is a professor with many pupils, who gives, on the whole, lessons of honor, honesty, and unselfishness. Mr. Jas. T. Fields, in his Lowell course, said that "there never was a more auspicious time for a really great American novelist than now." Where is the man?

MANY a child goes astray not because there is a want of prayer or virtue at home, but simply because home lacks sunshine.

## NEW BOOKS.

Harper & Brothers send us through the St. Louis Book and News Co., the following list of elegant books, some of which will receive further notice in due time:

**THE HUGUENOTS IN FRANCE AFTER THE REVOCATION OF THE EDICT OF NANTES:** with a Visit to the Country of the Vaudois. By Samuel Smiles, author of "The Huguenots: their Settlements, Churches, and Industries in England and Ireland," "Self-Help," "Character," "Life of the Stephensons," etc. Cloth, \$2 00.

**TWELVE MILES FROM A LEMON.** Social and Domestic Sketches. By Gail Hamilton, author of "Woman's Worth and Worthlessness," "Little Folk Life," etc. Cloth, \$1 50.

**MEMORIES OF MANY MEN AND OF SOME WOMEN:** being Personal Recollections of Emperors, Kings, Queens, Princes, Presidents, Statesmen, Authors, and Artists, at Home and Abroad, during the last Thirty Years. By Maunsell B. Field. Cloth, \$2 00.

**MEMOIR AND LETTERS OF SARA COLERIDGE.** Edited by her Daughter. With Two Portraits on Steel. Cloth, \$2 50.

**THE BEST METHODS OF COUNTERACTING MODERN INFIDELITY.** A Paper read before the General Conference of the Evangelical Alliance, New York, October 6, 1873. By Theodore Christlieb, Ph. D., D.D., Professor of Theology and University Preacher at Bonn, Prussia. Cloth, 75 cents.

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#### RESOURCES.

Cash on hand.....	\$57,473 39	
Sight exchange.....	16,691 35	
Due from banks & bankers.....	22,749 69	
United States and other bonds.....	\$96,914 43	
Stock notes (payable on demand).....	28,050 00	
Loans (on first-class collateral security).....	450,000 00	
Loans (on real estate).....	\$135,618 85	
Bills discounted, commercial paper.....	73,477 40	
	116,123 51	
Safes and fixtures.....	325,219 76	
	5,408 47	
	\$905,592 66	

#### LIABILITIES.

Capital.....	500,000 00	
Dividends.....	344 00	
Surplus fund.....	3,250 00	
Deposits on demand "Individual".....	\$92,071 31	
Deposits on time.....	251,433 03	
Deposits, banks & bankers.....	47,373 72	
Certifications.....	390,878 06	
Profit since July 1, 1873.....	550 07	
Less interest, expenses, and taxes paid.....	\$26,079 28	
Net profits.....	20,508 75	
	5,570 53	
	\$905,592 66	

I hereby certify that the above statement is correct  
WM. F. WERNSE, Cashier.  
Sworn to and subscribed before me, this 31st day of December, 1873.

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## RAILROAD TIME TABLE.

ARRIVAL AND DEPARTURE OF TRAINS AT  
ST. LOUIS.ATLANTIC & PACIFIC & MISSOURI  
PACIFIC RAILROADS—Ticket Of-  
fice, 115 North Fourth street. Depot,  
cor. Seventh and Poplar streets.

Trains.	Leaves.	Arrives.
Atlantic and Pacific Texas Ex.....	8 15 am	5 35 pm
Missouri Pacific Texas Ex.....	8 30 am	6 30 pm
Kansas City, Omaha and California Express.....	8 30 am	6 40 pm
Denver City, Denver, Atchison and Omaha Express.....	8 50 pm	6 30 am
Washington Accommodation.....	7 45 pm	6 42 am
Kirkwood Trains Leave.....	8 00 am	1 40 pm
Kirkwood Trains Arrive.....	4 35 pm	7 15 am
Kirkwood Sunday Train Leaves.....	1 00 pm	Ar. 9 45 am
Franklin Sunday Train Leaves.....	8 15 am	Ar. 5 35 pm

INDIANAPOLIS & ST. LOUIS RAIL-  
ROAD—Ticket Office, 108 N. Fourth  
Street. Depot, Spruce Street Ferry,  
East St. Louis.

Day Express.....	7 00 am	4 05 pm
Night Express.....	8 35 pm	7 30 am
Mattoon Accommodation.....	7 45 pm	10 50 am

IRON MOUNTAIN RAILROAD—  
Ticket Office, 105 S. Fourth Street.  
Depot, cor. Main and Plum Streets.

Little Rock and Arkansas Express.....	9 30 am	7 50 pm
Memphis and New Orleans Mail.....	8 15 am	7 10 pm
Memphis and New Orleans Ex.....	7 45 pm	7 30 am

MISSOURI, KANSAS AND TEXAS  
RAILWAY—Ticket Office, 404 Wal-  
nut Street. Depot, cor. Seventh and  
Poplar.

Texas Through Express.....	8 30 am	6 40 pm
Kansas Day Express.....	8 50 pm	6 30 am

ST. LOUIS, KANSAS CITY & NORTH-  
ERN SHORT LINE—Ticket Office,  
113 North Fourth Street. Depot, foot  
of Biddle Street.

California Through Express.....	8 40 am	12 10 pm
Kansas City, St. Joseph, Atchison and Omaha Through Line.....	8 40 am	11 00 pm
Ottumwa and St. Paul Express.....	8 40 am	6 30 pm
Kansas City, Denver, St. Joe. and Omaha Express.....	5 15 pm	6 15 am
Kansas City, Denver, St. Joseph and Omaha Fast Line.....	9 45 pm	6 15 am
St. Charles Accommodation.....	14 15 pm	7 45 am

ST. LOUIS & CAIRO SHORT LINE—  
Ticket Office, 102 North Fourth Street.  
Belleville Railroad Depot, East St.  
Louis.

Lightning Express.....	7 20 am	10 30 am
Night Express.....	7 00 pm	9 45 pm
Belleville Accommodation.....	7 15 am	8 15 am
Same.....	12 40 pm	12 30 pm
Same.....	15 35 pm	7 25 pm
Same, Sundays only.....	9 15 am	9 10 am

ST. LOUIS & CAIRO SHORT LINE—  
Ticket Office, 102 North Fourth Street.  
Belleville Railroad Depot, East St.  
Louis.

Memphis and N. O. Mail.....	6 30 am	9 05 am
New Orleans Night Express.....	7 00 pm	9 45 pm
Belleville Daily.....	7 15 am	8 15 am
Belleville Accommodation, East St. Louis.....	12 40 pm	12 30 pm
Belleville Accommodation.....	15 35 pm	5 25 pm

ST. LOUIS & SOUTHEASTERN RAIL-  
WAY—Ticket Office, Fourth and Wal-  
nut Streets. Depot Carr Street Ferry,  
East St. Louis.

Nashville and Evansville Express.....	7 30 am	8 05 am
Nashville Express.....	7 15 pm	6 45 pm

TOLEDO, WABASH AND WESTERN  
RAILWAY—Ticket Office, 408 Wal-  
nut Street, Southern Hotel Block. De-  
pot, Carr Street Ferry, East St. Louis.

Atlantic Express.....	7 00 am	4 30 pm
New York Fast Line.....	7 00 pm	7 45 am
Accommodation.....	15 30 pm	12 00 am

VANDALIA LINE—Ticket Office, 10C  
North Fourth Street, Northeast cor.  
Chestnut. Depot, Spruce Street Ferry  
East St. Louis.

Cincinnati and St. Louis Express.....	7 30 am	7 00 am
New York Express.....	7 30 am	7 00 am
Mail and Accommodation.....	7 45 pm	7 40 pm
Fast Line.....	14 45 pm	11 45 pm
Chicago Night Express.....	7 20 pm	7 15 am

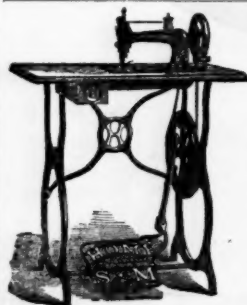
\*Saturdays excepted. †Sundays Excepted. ‡Mon-  
days Excepted. (Daily. §Time of leaving Ticket  
Office. ¶Time of leaving Depot.

## TESTIMONIALS OF

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THE CONCERTO PAR-  
LOR ORGAN is some-  
thing entirely new; it is  
a beautiful parlor orna-  
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and powerful tone, is a  
most commendable in-  
vention, and holds a high  
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improvement upon an old  
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larize music by rendering  
its study either easier or  
more attractive. Lately  
our attention has been  
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stop added to the Waters' dis-  
pose of 100 PIANOS and ORGANS of first-  
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traordinary low prices for cash, or part cash, and  
Concerto Stop. It is so arranged on small monthly payments. New 7-  
like a full, rich alto voice; Octave first-class PIANOS, all modern im-  
provements, for \$275 cash. Organs \$55, \$75.  
In it tone. It is power-DOUBLE-REED ORGANS, \$100; 4-STOP.  
ful as well as sweet, and \$110; 8-STOP, \$125, upwards. ILLUSTRATED  
when we heard it we CATALOGUES MAILED for one stamp. A large dis-  
we liked its best in solo, once Societies, Lodges, etc. AGENTS WANTED. Times.

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regard this as a valuable  
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which we shall note more  
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and delicacy of its tone.  
—Christian at Work."WATER'S CONCERTO  
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sesses a beautiful and  
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is produced by an extra  
set of reeds, peculiarly  
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human voice is superb.  
For sweetness of tone  
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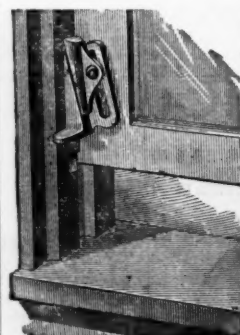
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Balconies, Awnings, etc. Admits  
of spliced or knotted lines; releases  
easily, with a slight jerk, but holds  
so that no under-propping or wind-  
play will undo the fastening. A set  
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TURING CO., Box 367, Harrisburg, Penn.One Dozen Sash Fasteners, and a Set of Three Line Holders, sent, pre-paid, to any Address,  
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City on IRON BRIDGES, with Pullman Sleeping  
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PAIN-KILLER  
ALLEN'S  
LUNG BALSAMAnd why they should always be kept  
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